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ELA 1105

## ENGLISH 10-1

Unit 6 *Finding Shakespeare*

### Response Booklet 6 (September 2002)

#### FOR STUDENT USE ONLY

Date Submitted:

Time Spent on Unit:

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- Are all the assignments completed? If not, explain why.
- Has your work been reread to ensure accuracy in spelling and details?
- Is the booklet cover completed and the correct course label attached?

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# English 10-1

## Response Booklet 6

### Advice:

Your marks on this unit will be determined by your success on the assignments in this booklet. Your answers indicate of your understanding of the course.

- Before attempting to answer the assigned questions, please be sure you have read all the relevant directions and instructions in the course materials.
- Proceed **slowly** and **carefully** through the assignments.
- If you encounter difficulties, review the instructions pertaining to the particular section.
- If you are still having problems, please contact the course teacher at the Alberta Distance Learning Centre for assistance.
- The marks possible for each individual exercise is indicated.
- Good luck in your studies!

### Warning:

- Failure to complete all questions and/or poor responses due to obvious lack of effort may result in your teacher returning the Response Booklet marked “incomplete”. No grading will be awarded until such exercises are completed to the teacher’s satisfaction.
- Discussing various aspects of the course with others is encouraged, but all work submitted should be your own.
- **If the final exam score is vastly different from the assignment scores, the teacher has the discretion to assign a final mark based solely on the examination results.**

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## Unit 6: Finding Shakespeare

You must ensure that all required materials are submitted.  
No marks can be given for incomplete or missing work.

Materials	Is It Here? (Student's Checkmark)	Points Possible	Points Received
1. ADLC Cover			
2. <i>R &amp; J Journal</i> 1: Preliminary		5	
3. Section 2: Prologue		5	
4. <i>R &amp; J Journal</i> 2: Movie		5	
5. <i>R &amp; J Journal</i> 3: Act I Scene 1		5	
6. <i>R &amp; J Journal</i> 4: Act I Scene 2		5	
7. <i>R &amp; J Journal</i> 5: Act I Scene 3		5	
8. <i>R &amp; J Journal</i> 6: Act I Scene 4		5	
9. <i>R &amp; J Journal</i> 7: Act I Scene 5		5	
10. <i>R &amp; J Journal</i> 8: Act II Scene 2		5	
11. <i>R &amp; J Journal</i> 9: Act II Scene 3		5	
12. <i>R &amp; J Journal</i> 10: Act II Scene 4		5	
13. <i>R &amp; J Journal</i> 11: Act II Scenes 5 & 6		5	
14. <i>R &amp; J Journal</i> 12: Act III Scene 1		5	
15. <i>R &amp; J Journal</i> 13: Act III Scene 2		5	
16. <i>R &amp; J Journal</i> 14: Act III Scene 4		5	
17. <i>R &amp; J Journal</i> 15: Act III Scene 5		5	
18. <i>R &amp; J Journal</i> 16: Act III		5	



Materials	Is It Here? (Student's Checkmark)	Points Possible	Points Received
19. <i>R &amp; J Journal</i> 17: Act IV Scene 1		5	
20. <i>R &amp; J Journal</i> 18: Act IV Scene 3		5	
21. <i>R &amp; J Journal</i> 19: Act IV		5	
22. <i>R &amp; J Journal</i> 20: Act V		5	
23. <i>R &amp; J Journal</i> 21: Romeo and Juliet		5	
24. Section 8: Culminating A & B		50	
24. Section 9A: Dramatic Elements		15	
25. Section 9D: Creative Activities		15	
26. Sections 9B, 9C, and 10	<i>Omit</i>		
27. Final Assignment: Structure		5	
28. Vocabulary Log		5	
<b>Total</b>		<b>200</b>	
		x 1/2	<b>%</b>

### Student's Declaration

I certify that I have included all materials required for marking.

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
(Student's Signature)

## ***Romeo and Juliet* (R & J) Journal Responses**

The ***R & J Journal*** requires several specific assignments.

- Your *R & J Journal* entries are to be written on the space provided within this Response Booklet.

<b>Expectations for <i>Journals</i></b>	
<b><i>The student ...</i></b>	
<b>5 Excellent</b> <ul style="list-style-type: none"><li>• shows perceptive and original <b>thoughts</b></li><li>• uses clear and consistent <b>voice</b> throughout</li><li>• <b>organizes</b> effectively</li><li>• uses thoughtfully selected <b>language</b></li></ul>	<b>3 Satisfactory</b> <ul style="list-style-type: none"><li>• shows conventional <b>thoughts</b></li><li>• uses inconsistent <b>voice</b></li><li>• <b>organizes</b> weakly</li><li>• uses vague or general <b>language</b> often</li></ul>
<b>4 Proficient</b> <ul style="list-style-type: none"><li>• shows perceptive but not especially original <b>thoughts</b></li><li>• uses consistent <b>voice</b> throughout</li><li>• <b>organizes</b> effectively</li><li>• uses appropriate <b>language</b></li></ul>	<b>0 Inadequate</b> <ul style="list-style-type: none"><li>• shows lack of <b>thought</b> and details</li><li>• uses inconsistent <b>voice</b></li><li>• uses insufficient <b>organization</b></li><li>• uses unacceptable <b>language</b></li></ul>



## *R & J Journal 1: A Preliminary Response*

Value  
5

- What do you know about William Shakespeare and his tragic play *Romeo and Juliet*?
- What do you want to learn?

In a Know-Want-Learn chart record some of your ideas and any questions “bugging” you.

I Know...	I Want to Know...	I Learned...
		You may wish to complete this later!



## Section 1: Finding William Shakespeare

**No assignments**

**Value**  
**5**

## Section 2: Beginning the Play - The Prologue

Write "Prologue" into modern English.

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- A. After viewing a movie (or production) of *Romeo and Juliet*, respond in your journal to the play.
- B. If you are unable to view a movie or production of *Romeo and Juliet*, write a general response to your awareness of *Romeo and Juliet*.

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## Section 3: Act I

### *R & J Journal 3: Act I, Scene 1*

What do you know about the main characters from this scene? Complete the following chart to provide support for character traits.

Character	Trait	Evidence
Benvolio	•	• asks Tybalt to help him stop the fight
	• honest	•
	•	• mocks Tybalt's sword skills
	•	• "Be ruled by me, forget to think of her." (I/1/222)
Tybalt	• desires conflict	•
Romeo	• dreamer	• unusual actions described by Benvolio and father
	•	• "...What fray was here? / Yet tell me not, for I have heard it all. / Here's much to do with hate, but more with love." (I/1/170)
	•	• exaggerates the love and beauty of his girlfriend
Capulet	•	• "Old Montague is come, / And flourishes his blade in spite of me."
Montague	•	• asks Benvolio "Who set this ancient quarrel new abroad?" (I/1/103)
	•	• "Black and portentous must this humour prove / Unless good counsel may that cause remove." (I/1/138)

- Write about the way some of these traits are shown in some 'real' present-day person.

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R & J Journal 4: Act I, Scene 2

Fill in the blanks with brief descriptions or quotations to show your awareness of irony in this scene.

Situation	Awareness of Irony
<ul style="list-style-type: none"><li>Capulet invites Paris to view the beautiful girls at the ball</li></ul>	<ul style="list-style-type: none"><li>Benvolio insists Romeo attend the ball to see more beautiful girls than Rosaline</li></ul>
<ul style="list-style-type: none"><li></li></ul>	<ul style="list-style-type: none"><li>Romeo and Benvolio learn who is invited to the ball</li></ul>
<ul style="list-style-type: none"><li>Servant invited Romeo and Benvolio</li></ul>	<ul style="list-style-type: none"><li></li></ul>
<ul style="list-style-type: none"><li>"...Compare her face with some that I shall show, / And I will make thee think thy swan a crow." (I/2/86)</li></ul>	<ul style="list-style-type: none"><li></li></ul>

- You may have experienced or known of similar situations in which appearance was different than reality. Write about some situation that became ironic when you learned “the rest of the story”.

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***R & J Journal 5: Act I, Scene 3***

Focus on Juliet and her situation. Dad and Mom seem to have her marriage to Paris all arranged. Use one or more of the questions to prompt you to express your awareness and opinions in a page-length journal entry.

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*R & J Journal 6: Act I, Scene 4*

Romeo expresses several concerns. The reasoning of Romeo and his friends provides “solutions”. Complete the chart to show these connections.

Romeo's Concerns	Lines	Solution	Lines
•	• 1 - 2	Benvolio: • An entrance speech or performance is old-fashioned. •	• 3 - 8  • 9 - 10, 33 - 34
•	• 15	Mercutio: • Reject love because it has rejected you. • Stay with us and we'll make you happy.	• 27 •
• Romeo fears serious consequences of 'crashing the party', even his own death	• 104 - 111	Romeo: •	• 112 - 113

- Write a commentary on the scene. What do you think of the situation now? Are these young men “looking for trouble”? Are Romeo’s perceptions of the situation justified at this point?

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***R & J Journal 7: Act I, Scene 5***

This *R & J Journal* requires two responses from you:

- A. Write a modern-English version of the passage you choose.  
B. Write a personal response to your choice.

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## Section 4: Act II

Value  
5

### *R & J Journal 8: Act II, Scene 2*

- Provide modern (and quite simplified) translations to complete the following chart.

Juliet's concern	Lines	Romeo's response	Lines
Why is Romeo a part of my family's enemies, the Montagues?	33 - 36, 38 - 48		
Who's there?	52 - 53		53 - 57
		I flew over the wall on wings of love.	66 - 68
My relatives will kill you if they find you.	64 - 65, 70		
How did you find where I live?	79		
I'm embarrassed for what I spoke was private.	86 - 89		
I confess that I love you very much and that I spoke my love, but I wonder if you'll be true.	90 - 106		
		I swear by the moon that I love you.	107 - 8, 112
This promising of love to each other is too rushed for tonight so I'll give you more time.	116 - 124		
		Can't we accept each other now?	125, 130
If you love me, send word tomorrow where I should meet you and at what time for the wedding.	143 - 8		

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*R & J Journal 9: Act II, Scene 3*

In this scene, Romeo asks Friar Laurence to perform the marriage.

- Complete the chart to identify concerns and responses.

Romeo's Requests/Responses	Lines	Friar's Responses and/or Concerns	Lines
	43	Why are you up so early?	33 - 42
		You didn't spend the night with Rosaline, did you?	44
	48 - 54	Where have you been all night?	47
Will you marry Juliet and me today?	61 - 64		
You told me to forget about Rosaline and love.	81, 83		

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*R & J Journal* 10: Act II, Scene 4

Respond to this brief scene under three headings:

## The Plans – What are the marriage plans?

The Possibilities – What may go wrong? (Remember to judge only from this scene. Do not tell “the rest of the story”—just suggest possible complications.)

The Prospects – Could a marriage made under such circumstances last? Would you like such a whirlwind marriage?

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[illegible]

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***R & J Journal 12: Act III, Scene 1***

Despite his other comic lines, Mercutio's declaration of a plague on both Capulet and Montague families ("houses") is central to the play. In your journal entry consider both of the following questions.

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***R & J Journal 13: Act III, Scene 2***

1. In her soliloquy, Juliet seems to have a premonition (a feeling of coming disaster) in lines 20 to 25, just as Romeo did before the Capulet party. Why does she choose to ignore such warning?

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2. Juliet weeps for her cousin as well as for her husband. Which difficulty impacts her most strongly? Support your comparison with details.

[illegible]

- Beginning at line 132 (“Take up those cords...”), Juliet takes charge of her situation. What does she announce and plan here?

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### *R & J Journal 14: Act III, Scene 3*

In your entry of at least a page, respond to at least one of the questions to show your understanding of this scene.

- Is Juliet's state of mind in Scene 2 similar to Romeo's in Scene 3? (How accurate is Nurse in describing Juliet's concern?)
- Why is Friar Laurence not getting the response he wants from Romeo?
- Why does Romeo even consider suicide? Is he serious about it? How would you advise him?
- What is Friar Laurence's real reason for trying to help the lovers? (What is his plan?)
- What is Nurse's reason for helping Romeo and Juliet?

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***R & J Journal 15: Act III, Scene 4***

Design a timeline of the events of the play to this point. (ResourceLines p. 70 has a horizontal example; a vertical line may be more convenient.)

<b>Sunday</b>	
<b>Monday</b>	
<b>Tuesday</b>	
<b>Wednesday</b>	
<b>Thursday</b>	
<b>Friday</b>	

### *R & J Journal 16: Act III*

In your journal respond to both of the following questions, supplying detailed support.

- At what point in Act 3 is the audience aware that catastrophe is likely unavoidable? Why did you choose this point?
- Although we do not wish failure upon Romeo and Juliet, how can they possibly succeed given the circumstances of Acts I, II, and III?

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Section 6: Act IV

Value  
5

R & J Journal 17: Act IV, Scene 1

1. Complete the following chart with descriptions or quotations to show your awareness of irony in this scene.

Details	My Awareness
<ul style="list-style-type: none"><li>Paris asks Friar Laurence to perform his marriage in three days</li></ul>	<ul style="list-style-type: none"><li><i>Juliet is already married to Romeo.</i></li></ul>
<ul style="list-style-type: none"><li>Paris says the rush is to assist Juliet to recover from her sadness of Tybalt's death</li></ul>	<ul style="list-style-type: none"><li></li></ul>
<ul style="list-style-type: none"><li>Paris: "Come you to make confessions to this father?"</li></ul>	<ul style="list-style-type: none"><li></li></ul>
<ul style="list-style-type: none"><li>Paris: "God shield I should disturb devotion!"</li></ul>	<ul style="list-style-type: none"><li></li></ul>

2. Add more details to the timeline of R & J Journal 15.
3. What is the Friar's plan? **Delete**



**R & J Journal 18: Act IV, Scene 3**

Juliet has several concerns. Connect the lines of the scene and her thoughts in the following chart.

<b>Lines</b>	<b>Juliet's Concerns</b>	<b>Of what is she fearful?</b>
15	"I have a faint cold fear..."	She feel uncomfortable with the situation.
21	"What if this mixture not work at all?"	
		She is unsure if she should trust Friar because he married them secretly.
30	"How if, when I am laid into the tomb, / wake before the time that Romeo / Come to redeem me?"	
		She thinks she may suffocate in the tomb when she awakens, and Romeo may not be there.
49	"O, if I wake, shall I not be distraught, / Environed with all these hideous fears?"	
		She imagines Tybalt rising from the grave to get revenge on Romeo.

R & J Journal 19: Act IV

1. In lines 84 to 90 of Scene 5, Capulet explains “All things ... turn from their office.... All things change them to the contrary.” To summarize the first four acts of the play, create a chart of the ‘things’ that have changed by this point in the play. One complete example is given. You are to complete the five changes for which half of the situation is given. You are also to provide two more changes evident in the play.

Changes in <i>Romeo and Juliet</i>	
from	to
Capulets and Montagues tolerate each other.	Capulets and Montagues fight in the streets.
Romeo is depressed with Rosaline's rejection of his love.	
	A funeral is arranged for "dead" Juliet.
Romeo and Juliet are very happy together.	
Nurse is supportive of Romeo and Juliet's secret marriage.	
Capulet is angry with his daughter.	

2. Every plan has the possibility of failure because of changing circumstances. In this plan, what assumptions have Friar, Romeo, and Juliet made that may be inaccurate and cause failure?

Assumptions	What if...?
The potion will put Juliet into a coma	... it poisons her
	... the potion lasts too long or wears off too soon
Laurence will send a message to Romeo.	
Romeo will return to Verona to take Juliet.	

3. Select figures of speech that you found particularly effective in Act IV. Explain each figure and how it fits into the scene.

Figure of Speech	Example	Explanation
Simile		
Metaphor		
Personification		

## Section 7: Act V

Value  
5

### *R & J Journal 20: Act V*

1. Summarize the complications to the plans made by Juliet and Friar Laurence.

Plans	Complications
Juliet agrees to marry Paris.	The date of the wedding is advanced to "tomorrow", leaving less time for Friar Laurence's plans.
Juliet will take a potion, appear dead, and be placed in a tomb.	
A message will be sent to Romeo from Friar Laurence explaining the plan.	
Romeo is to rescue Juliet when she awakens; he will take her to Mantua where he is exiled.	
Friar Laurence plans to be in the tomb with Romeo when Juliet awakens	



2. Both Capulet and Montague vow to memorialize their children. What action does each announce? Do you think this is an appropriate ending to the feud?

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3. Of the living characters, who deserves pardon and who deserves punishment? Explain your reasoning for each.

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Who died and for what reason and with what consequences?

Shakespearean tragedies involve many deaths. Summarize the deaths of this play in a chart:

Death	Cause	Result

## Section 8: Culminating *Romeo and Juliet*

### Part A: “Shakespeare says.....”

Provide Shakespeare’s likely response to the question. Write as if Shakespeare is writing or speaking in modern English.

### Part B: “I say.....”

The Questions: (Choose one.)

1. What is the ideal relationship of parents and children?
2. Is violence (fighting) ever justified?
3. Is ‘gun control’ (restriction of weapons) likely to result in less violence?
4. Should religion and politics be mixed?
5. Does “fate” control our destiny? (How can lovers be “star-cross’d”?)
6. How is interest in the chief character of a tragedy sustained although his failure is certain in the middle of the play?

Thought and Detail <i>The student...</i>	Writing Skills <i>The student...</i>
<b>5 Excellent</b> <ul style="list-style-type: none"> <li>• develops ideas insightfully and confidently</li> <li>• supports ideas with precise details</li> </ul>	<b>5 Excellent</b> <ul style="list-style-type: none"> <li>• uses skillful, fluent, and effective structures</li> <li>• uses precise and controlled diction</li> <li>• uses generally correct grammar and usage</li> </ul>
<b>4 Proficient</b> <ul style="list-style-type: none"> <li>• develops ideas thoughtfully</li> <li>• supports ideas with relevant details</li> </ul>	<b>4 Proficient</b> <ul style="list-style-type: none"> <li>• uses clear fluent structures</li> <li>• uses specific diction</li> <li>• uses grammar and usage effectively</li> </ul>
<b>3 Satisfactory</b> <ul style="list-style-type: none"> <li>• develops ideas appropriately</li> <li>• supports ideas with straightforward details</li> </ul>	<b>3 Satisfactory</b> <ul style="list-style-type: none"> <li>• uses clear but structures</li> <li>• uses general diction</li> <li>• uses generally accurate grammar and usage</li> </ul>
<b>2 Limited</b> <ul style="list-style-type: none"> <li>• develops ideas superficially or leaves them underdeveloped</li> <li>• provides vague and/or repetitive supporting details</li> </ul>	<b>2 Limited</b> <ul style="list-style-type: none"> <li>• uses ineffective structures</li> <li>• uses imprecise and/or very general diction</li> <li>• shows lack of control of grammar and usage</li> </ul>
<b>1 Poor</b> <ul style="list-style-type: none"> <li>• uses marginally relevant or undeveloped ideas</li> <li>• provides inadequate or few supporting details for support</li> </ul>	<b>1 Poor</b> <ul style="list-style-type: none"> <li>• uses unclear and confusing structures</li> <li>• uses inaccurate diction often</li> <li>• makes frequent errors in grammar and usage that impede communication</li> </ul>

**My self-evaluation:**

*In these compositions, I think one strong feature is...*

*In future compositions, one feature I want to improve is...*

How to self-evaluate:		Possible		Received	
<ul style="list-style-type: none"><li>• <i>Apply the criteria to your work. Comment on your efforts to improve.</i></li></ul>		A	B	A	B
	Thought & Detail	15	15		
	Writing Skills	10	10		
	TOTAL	50			



## Culminating Assignment

### The Question:

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### Part A: “Shakespeare says ...”

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## Section 9: Representing *Romeo and Juliet*

Value  
30

Note that the activities required of you have been reduced. Please follow these instructions rather than those in the Unit Booklet.

Choose one activity from each of two categories. (Ignore *B. Characterization* and *C. Theme* given in the Unit Booklet.)

A. Dramatic Elements

D. Creative Activities

Attach your creations to this *Response Booklet*.

## Section 10: The Sonnet - Delete



## Final Unit Assignment: Structure of English

### What are apostrophes?

In the following sentences, underline the **possessive constructions**; then rewrite the possessive beneath each using the **apostrophe**. Some examples are given.

- The medical bag of the doctor was placed into the ambulance of the hospital.  
*doctor's medical bag* *hospital's ambulance*
- The vehicle was prepared for the next episode of the crew for their popular film, "MedicAlert".  
*the crew's next episode*
- The uniforms of the men were placed next to the backpacks of the two drivers.  
*The men's uniforms* *the two drivers' backpacks.*

The chief of the aboriginal peoples hopes to achieve greater recognition for his people. After the latest protests in his district, John thinks he may become more aware of the traditions of Indians. John was quite surprised by the chief asking, "Have you read the latest book of W.P. Kinsella?" John thought Indians would object to the writing of the author, but he learned that the chief was amused by the humorous accounts of the interactions of Indians with others.

Write a sentence in which you use two possessives indicated with the apostrophe.

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Vocabulary Log

In the Introduction Unit Booklet, you were instructed to extend your vocabulary by creating a **Vocabulary Log** in which you list

- new words and their definitions, and
- words that are more precise than your usual choices.

The *Vocabulary Log* is to be submitted with each unit.

Expectations of Vocabulary Log		Received
<i>The student...</i>		
5 Excellent	<ul style="list-style-type: none"><li>• shows effort and concern for expanding vocabulary</li><li>• shows effort to improve precision</li></ul>	
4 Proficient	<ul style="list-style-type: none"><li>• shows awareness of need to extend vocabulary</li><li>• shows some effort to improve precision</li></ul>	
3 Satisfactory	<ul style="list-style-type: none"><li>• shows minimal concern for expanding vocabulary</li><li>• shows some desire to improve precision</li></ul>	
0 Insufficient	<ul style="list-style-type: none"><li>• shows insufficient interest in improvement</li></ul>	

Vocabulary Log

Do not fill your log with archaic words from Shakespeare’s era.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



## Remember Supplementary Exercises

In the Introduction to English 10-1, *Supplementary Exercises* were promised for Units 1 to 7. The marker has the challenge of deciding upon supplementary exercises to assist development of your language skills.

If you wish to request some special assistance, please ask your marker.

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**Your marker will the supplementary exercise for this returned module.**

To be significantly useful, each supplementary exercise should be completed when you receive each marked unit.

**Remember that Unit 9 requires submission of all supplementary exercises.**

*End of Response Booklet 6*

